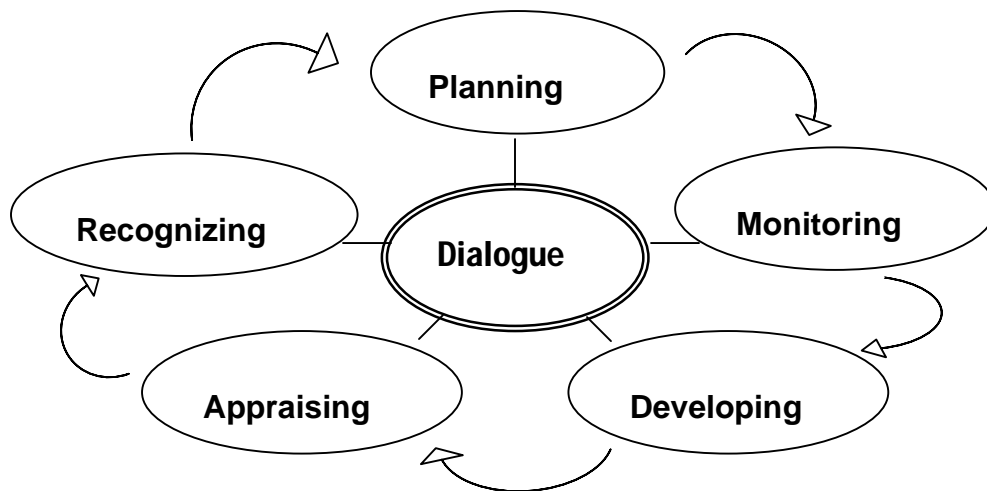


Performance Management Process

Performance management is a strategic and integrated process intended to deliver sustained success to an organization by improving the performance of the people who work in them and by developing the capabilities of individual contributors and teams.

Performance = WHAT people do (their work)
 HOW they do it (behaviors)
 + WHAT they achieve (results)
 TOTAL contribution to the organization



Phase	Goal
Dialogue	Encourage ongoing two-way communications and multiple sources of feedback.
Planning	Discuss core competencies and expectations and how they relate to employee's job.
Monitoring	Direct observations and feedback.
Developing	Remove obstacles and improve capacity to perform.
Appraising	Periodic and formal summary of performance.
Recognizing	Affirm high performance.

Worksheet: Performance Gap Causes and Interventions

Directions: In the ‘Possible Interventions’ below, list as many methods and strategies you can think of to improve performance for the corresponding causes listed on the left column.

Performance = <i>What</i> employee does + <i>How</i> they do it + Their <i>Impact</i>	
Underlying Cause	Possible Interventions
<p>Lack of Resources/Obstacles in Place</p> <p>e.g. Employee knows what and how to do but has conflicting priorities and lacks resources; a cumbersome or poorly designed work process is in place; workload is greater than allotted resources;; use of wrong or outdated technology hinders performance</p>	
<p>Inappropriate Rewards and Reinforcement</p> <p>e.g.; Excellent performance punished (more work assigned,) Poor performance yields rewards (given less or different work,) No consequence structure in place</p>	
<p>Knowledge Deficiencies</p> <p>e.g. Employee doesn’t know what to do; Procedures are not clear; Employee doesn’t know what is required; Employee doesn’t know why performance required; lacks contextual knowledge. Employee maybe under or over qualified for position</p>	
<p>Skills Deficiencies</p> <p>e.g. Employee knows what to do, but not how or when to do it; Makes errors from lack of practice (new to keyboarding) ; multitasking is required and adequate proficiency level not achieved</p>	

Worksheet: Supervisor's Dilemma Vignette

Vignette Brief: Mike, a newly transferred clerk, is behind in processing defaults. His current supervisor, Diane, runs into Mike's former supervisor, Carl, and discusses this problem and what she can do to improve his performance.

Directions: Based upon the vignette, provide answers for the questions below.

1. What are the three specific issues that Diane should have considered before selecting training to address the problem with Mike's performance?

2. Diane recognized that Mike's performance was not satisfactory. But, what did Diane miss in her analysis of the gap between what she would consider to be a "good job" and Mike's current performance?

3. Is this a case of a genuine skill deficiency?

4. What would you do at this point to address this performance gap?

Worksheet: Supervisors' Roles and Responsibilities

Formal Training? Developmental Programs? Formal or Informal Coaching?

Performance interventions can be quite costly. However you decide to invest in your employee's development, your actions as a supervisor directly impact the return on that investment. What you do before, during, and after the employee's participation in classroom training or any other learning opportunity sets the stage for successfully bridging the performance gap. The left hand column of the table below has 9 critical sets of supervisory roles and responsibilities associated with maximizing the return on the investment the court makes when an employee is sent to training – or is provided with any learning opportunity designed to result in improved or enhanced performance.

Directions: Place a check mark to indicate *when* a supervisor needs to perform these key actions to get the most out of training and development investments: *before* the employee attends training, receives formal coaching, etc; *during* that time; and *after* returning to the job or workplace.

Addressing Skills Deficiencies: Supervisors' Roles & Responsibilities	Before	During	After
1. Determine how the planned learning opportunity (e.g. training, coaching, developmental programs, etc) will address the knowledge or skills deficit. <ul style="list-style-type: none"> Find out everything you can about the class, coach, or developmental program. At a minimum: learning objectives and methodology used to achieve learning; pre and post work requirements, "take away's" or deliverables participants will leave with. Insure alignment between performance gap to be addressed and content and delivery of learning opportunity. 			
2. Describe (current or future) desired performance in terms of behaviors, results, use of any required methods, etc.			
3. Discuss with employee what knowledge, skill or ability they are expected to acquire as a result of the learning opportunity.			
4. Describe the learning or developmental opportunity (e.g. attend a training class, participate in a development program, receive formal coaching, etc) and how it will help the employee acquire the skill(s) needed.			

Addressing Skills Deficiencies: Supervisors' Roles & Responsibilities	Before	During	After
<p>5. Begin preparing the employee to meet your expectation that they participate fully and effectively in the class or program and successfully transfer the learning to job performance.</p> <ul style="list-style-type: none"> ○ Identify, discuss, and eliminate as possible any distractions or competing priorities that might interfere with learning ○ Ensure that any pre-work or OJT requirements are identified and employee has time and other necessary resources to complete them. ○ Develop/ request an action plan that the employee will use to fully acquire the skill and apply it successfully. Include periodic check-ins with employee, and adequate skills practice and feedback opportunities. 			
<p>6. Support employee's participation in training or other developmental activities by:</p> <ul style="list-style-type: none"> ○ Honoring time commitments ○ Restructuring workloads as needed ○ Assigning a mentor or job coach ○ Recognizing progress ○ Interacting/collaborating with the instructor(s) ○ Identifying on the job opportunities for skills practice and feedback 			
<p>7. Discuss completed training, coaching, or program and specific progress made towards meeting your stated performance requirement or expectation. Review materials provided (job aids, reference guides, etc) and provide guidance as to use.</p>			
<p>8 Reassess current performance. Develop/review action plan for successful transfer of learning. Identify and secure resources and support needed for action plan. Include opportunities for skills observation and practice, feedback, success, and challenge.</p>			
<p>9 Monitor and recognize progress. Periodically or reactively assess performance requirements of the job and redefine desired employee performance. Conduct gap analysis. Identify and address underlying causes.</p>			